

district. After a third year, schools must offer supplemental services (such as tutoring) for students. Schools that do not show adequate progress after five years may be forced to implement corrective action such as replacing school personnel or extending the school year.

In 2009-'10, only one HCPS school, Enfield Middle, made AYP. No schools in RRGSD made AYP, while three of the four schools in WCS made AYP. In comparison to the results under the state ABC program, the AYP results possibly indicate that, although WCS is still low performing, the district is successfully closing achievement gaps, even if by a small amount. HCPS and RRGSD, however, are still lagging in closing achievement gaps, regardless of overall student proficiency and growth. The NCLB transfer option is largely moot in all three districts; because of the overall low performance and small size of each district, if a parent wants a child out of a failing school there is literally nowhere else for that child to go.

## DISCIPLINE

The vast majority of short-term suspensions (for 10 or fewer days) in HCPS occur among Black students, particularly among Black males. While Black males currently constitute the largest gender and ethnic group in the general student population at 43.9 percent,<sup>107</sup> they are still grossly overrepresented in the percentage of short-term suspensions; 66.1 percent of short-term suspensions in 2009-'10 were given to this subgroup.<sup>108</sup> Black females make up 42.5 percent of the student population<sup>109</sup> and 26.9 percent of short-term suspensions.<sup>110</sup> Other gender and ethnic groups account for only a minimal proportion of short-term suspensions, with male students in each ethnic group except for Hispanics (equal in both proportion of the student population and short-term suspensions) consistently faring significantly worse than female students.

A somewhat similar pattern exists among suspended students in WCS. Black male students represent only 47.3 percent of the general student population<sup>111</sup> but 62.2 percent of short-term suspensions.<sup>112</sup> Black female students are 46.7 percent of the student body<sup>113</sup> and account for 17.9 percent of short-term suspensions.<sup>114</sup>

Despite the substantial differences in the racial demographics of the RRGSD student population, discipline patterns among RRGSD students still indicate a racial disparity similar to that found in other districts in the county. While the population of Black males is small and they do not constitute the majority of short-term suspensions in RRGSD, they are still largely overrepresented. Black male students make up only 10.8 percent of the general population,<sup>115</sup> but account for 29.0 percent of short-term suspensions.<sup>116</sup> White male students are 35.6 percent of the student body<sup>117</sup> (the majority, slightly outnumbering White females), and account for 44.4 percent of short-term suspensions.<sup>118</sup> Black females account for 10.3 percent of suspensions,<sup>119</sup> which is close to their representation in the student population (11.2 percent).<sup>120</sup> In contrast, White female students are especially underrepresented in their portion of short-term suspensions, accounting for 34.8 percent of the student population,<sup>121</sup> but only 10.7 percent of short-term suspensions.<sup>122</sup>

With regard to the actual number of short-term suspensions, HCPS has the highest rate, at approximately 1.5 times the rate of WCS and almost twice the rate of RRGSD. Each district varies in patterns of suspension rates between elementary, middle, and high school. In HCPS, middle schools have the highest rate of short-term suspensions, at 83 per 100 students.<sup>123</sup> High schools follow with a rate of 66 short-term suspensions per 100 students, and elementary schools have the lowest rate of 9 per 100 students.<sup>124</sup> In WCS, short-term suspensions in high schools greatly outnumber the rates in elementary and middle schools, at 74 per 100 students.<sup>125</sup> In elementary schools, the rate is 14 per 100 students, and 10 per 100 students in middle schools.<sup>126</sup> Finally, in RRGSD, middle school suspensions slightly outnumber high school rates, with 41 and 40 short-term suspensions per 100 students, respectively.<sup>127</sup> Short-term suspensions occur in elementary schools at a rate of three per 100 students.<sup>128</sup>

"Reportable Acts" are incidents of crime and violence that the Safe Schools Act of 1993 requires school districts to report to the State Board of Education, which is in turn required to compile an annual report on violence in public schools. The statute identifies 10 acts as dangerous and violent, including homicide, assault resulting in serious bodily injury, assault involving the use of a weapon, rape, sexual assault, kidnapping, robbery, and taking indecent liberties with a minor. Other acts delineated by the State Board of Education include assault on school personnel, bomb threat, burning of a school building, possession of alcoholic beverage, possession of controlled substance in violation of law, possession of a firearm or powerful explosive, and possession of a weapon.